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A Critical Content Analysis of English Textbook for Senior High School Students in Indonesia

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Abstract

Driven by sparse investigations on cultural content in a textbook in English as a foreign language context, this study aims to analyze the cultural information embedded in an English textbook for senior high school students in Indonesia. A critical content analysis was employed to analyze the textbook entitled "Pathway to English for SMA/MA Grade XI" in compliance with the cultural information cores from Adaskou et al. (1990). The findings showed that the textbook contains four main topics of cultural information infused in 14 reading texts, 20 pictures, 30 recordings, and seven cultural awareness texts. The reading texts provide equal information related to target culture (i.e., the culture belongs to English speaking countries) and local culture, but the pictures, recordings, and cultural awareness topics tend to inform the target culture information. Furthermore, the researchers found several weaknesses in the reading texts and pictures where the information provided was too general that they neither contain cultural information nor relevant to other information in the textbook. Meanwhile, all pictures were in white and black with less detail provided. The results suggested that teachers should adapt and balance the cultural information in the textbook with their local cultures or norms by finding other materials from various sources.

Keywords: Critical content analysis, culture, English textbook, EFL

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1. INTRODUCTION

Deriving the teaching and learning process in the classroom embeds learning material for students. The most basic principle of learning material is the use of a textbook as one important source during the teaching and learning process. Brown (2001) asserted that the textbook is crucial to support the teaching-learning process. Meanwhile, Hutchinson and Torres (1994) pointed out that textbooks assist teachers to manage and carry out lessons in the classroom. The use of the textbook could have been meant to save time, to give directions about the material, and to facilitate homework. On the other hand, the textbook enables students to learn better, faster, and more easily. It contains various information including various cultural values and norms around the world.

Textbooks, in this case, English textbooks, teach not only language skills but also values such as moral, character, and cultural values (Sulistiyo et al., 2020). Fundamentally, culture has an important role in foreign language teaching. It leads the language and culture to be intertwined (Choudhury, 2013; Ljiljana, 2015). Furthermore, using a foreign language without knowing its culture might cause a violation of cultural norms that leads to miscommunication. Thus, cultural learning is crucial in the language (Graves, 2000; Lee & Li, 2019) while the language teachers could coin various cultural contents to the students through the use of textbooks.

Considering the importance of cultural content in the textbook, it is better for teachers to analyze textbooks used in their classrooms. At this point, the researchers selected one of the textbooks used in one public senior high school in Indonesia entitled *Pathway to English for SMA/MA Grade XI*. The book was written by Sudarwati and Grace in 2017 and was selected as it is widely used in most Indonesian schools. In addition, the textbook carries several cultural values through texts, recordings, and pictures.

2. LITERATURE REVIEW

2.1 Textbooks, K-13 Curriculum, and Cultural Contents

Oakes and Saunders (2004), Ahour et al. (2014), and Jusuf (2018) revealed that a textbook is an essential source of learning material in the classroom, and it increases students' knowledge related to cultural information and global situations. Additionally, Hutchinson and Torres (1994) and Cortazzi and Jin (1999) witnessed that textbook is a universal element of teaching and guidance for the teacher, a memory aid for students, and a permanent record for the topic that has been learned. Thus, a textbook is useful either as a learning input in the classroom or to promote various cultural norms and values in the classroom not limited to language classrooms (Ayu & Indrawati, 2018; McGrath, 2002). In compliance with the importance of textbooks in the learning process, teachers should consider the cultural issues when it deals with learning a target language, for instance, learning English, so that teacher should select the appropriate book that represents cultural values intertwined in the language.

The government of Indonesia has introduced a new curriculum known as Curriculum 13 or K-13. It emphasizes on character building of the learners by integrating the local cultural values, norms, and information into the learning and

teaching process in the classroom. It is, in fact, the extension of the School-Based Curriculum where its main purpose is to shape individuals who are faithful to God, good in characters, confident, successful in learning, responsible citizens, and positive contributors to the civilization (Kementrian Pendidikan dan Kebudayaan, n.d.). Additionally, this regulation is elaborated by Education and Culture Ministerial Regulations Numbers 67, 68, 69, and 70 on Fundamental Framework and Curriculum Structure from Elementary to Senior Secondary and Vocational Secondary School.

In addition, McKay (2004) asserted that the cultural content in the textbook should not be limited to native English-speaking countries or the target language, while the local content should be in the textbook. Thus, English teachers should understand that both native English-speaking countries as well as a local culture need to be promoted. Moreover, culture is background information for all the socio-cultural contexts in which a student has to use in learning the target language (Sitoresmi, 2017). There are at least eight pieces of cultural information related to cultural content inside textbooks (Adaskou et al., 1990), i.e., descriptive text, cultural notes, dialogues for habitual action, contextualized writing tasks, idioms and collocation, realia, sound recording, and visual illustration. In addition, aesthetic sense, sociological sense, semantic sense, and pragmatic or sociolinguistic sense are part of cultural meaning involved in language teaching (Adaskou et al., 1990). Meanwhile, the selected textbook has only four pieces of cultural information comprising the reading text (explanation and descriptive texts), cultural notes, dialogues, and pictures or the visual illustration that engage all the cultural senses.

2.2 Conceptual Framework of Previous and Current Study

Since the current Indonesian curriculum, also known as K-13, focuses on integrating culture into the classroom teaching and learning process, cultural content plays a major role in each textbook used in the classroom, not limited to English teaching. Song (2013) suggested that teachers should take a critical approach to intercultural education in order to reveal and obtain more inclusive and worldviews of the students. Moreover, Song (2013) conducted a textbook analysis of three Korean EFL textbooks. He revealed that there are several limitations in English textbooks used by Korean EFL students, for instance, limited level of discussion as the textbook focuses on certain issues of most inner cultures (i.e., American and British). In addition, there is social inequality in terms of gender and cultural biases in the textbook as Americans, or white men, play major roles compared to the African-American women in all the dialogues played. Moreover, there also seems to be an imbalance in regard to race and nationality, for the textbook reveals and discusses more on the American and white-men culture instead of the local cultures where the students are learning. Thus, it implied a strong perspective of teachers and students that white people's culture is powerful, influential, and superior, while African-American or other expanding and outer cultures are powerless and inferior.

On the other hand, Korean EFL students are not the only parties who are in need of local content integration into their English teaching, but it is also true for Indonesian EFL pupils. Suryanto (2014) stated that several factors are affecting Indonesian students to learn and master English. He asserted that both teachers and students play a role to determine the success of English mastery in the classroom. In addition, the different rules and aspects of English and students' first language (L1), as well as

norms and beliefs of the teachers and students, contribute to English achievement in the classroom. In other words, characteristics of the learners and cultural contents of English teaching might potentially affect the achievement of pupils in the classroom. Moreover, Aliakbari (2004) investigated the analysis of a textbook for Iranian high school textbooks at levels 1-4. He revealed that the textbooks used were not adequate to increase the students' intercultural understanding and competence. Additionally, Zakaria and Hashim (2009) revealed that the number of local cultures in English textbooks for Malay students is less than the number of the target cultures presented. Meanwhile, Rahman (2019) claimed that literature contributes to language classrooms, particularly EFL classrooms. He also asserted that proper selections of the literature by English teachers are essential and that teachers can develop their teaching materials involving reading, writing, listening, and speaking skills through the literature essays.

It is clear that the major studies only show whether the cultural information on a textbook is adequate or not, and what cultures are depicted more in the textbook. The previous studies did not divide the cultural information section in each chapter of the book. In addition, they did not investigate the strengths and weaknesses of the cultural information, did not explore how the teachers might integrate the local culture into the textbook material, and did not specify if the textbook used by the teacher complies with their current curriculum. Thus, the current study analyzed one textbook for senior high school students used in Indonesian schools. The textbook was written by Sudarwanti and Grace in 2017. Furthermore, the researchers categorized the cultural information section in each chapter of the book, investigated the strengths and weaknesses of each section and how it relates to each cultural information, explored how the teachers might teach and integrate the cultural awareness into their native norms during the learning process, and defined whether the textbook complies with the Indonesian current curriculum. Specifically, the current research addressed two main research questions: 1) How does the textbook provide the cultural contents to the students? and 2) Does the textbook go in line with the current curriculum and situation?

3. METHODOLOGY

3.1 Design

This study employed a qualitative method, which is useful to examine the worthiness of situations, relationships, or activities occurring in a certain place and to get a deeper understanding of the subject. Additionally, a qualitative study relies more on pictures or texts rather than numbers (Fraenkel & Wallen, 2009). Thus, this study examined an educational document that aims to provide a good source for text while the audiovisual material in a document consisting of images, pictures, or sounds could potentially help answer and elaborate the data collected (Creswell, 2012).

3.2 Data Source

Since the researchers decided to analyze and investigate an educational document used by the teachers to deliver the materials in the classroom, the data were taken from a textbook entitled *Pathway to English for SMA/MA Grade XI* used in public senior high schools in Indonesia. The textbook was widely used in Indonesian

schools along with other mandated textbooks. In addition to that, the schools anchored their language learning material on this book by requiring the English teachers, particularly in the eleventh grade, to use and refer to its content.

3.3 Data Collection Procedure

The researchers selected one textbook used mainly by EFL teachers in Indonesian schools and conducted a deep analysis of its cultural contents based on the theory from [Adaskou et al. \(1990\)](#). The researchers read and listed the contents of the textbook to select which section or chapter has cultural information to be further analyzed. Subjecting to the meaning of culture in [Adaskou et al. \(1990\)](#), the researchers divided and listed the topic of the contents into four, i.e., reading text, pictures, dialogue, and cultural awareness sections that embodied all cultural sorts a language teaching may involve (aesthetic, sociological, semantic, and pragmatic senses). Next, the researchers revealed the authors and year of publication as well as the contents of each chapter to identify and investigate detailed information needed. Finally, the researchers distinguished and detailed each topic based on the title/situations presented in the textbook, chapter/pages, source, and the total number of each topic.

3.4 Data Analysis

A content analysis in which one educational material was used in the classroom during the teaching and learning process was selected to identify the appropriate categories and units of analysis to best describe and answer the two main questions addressed in this study ([Cohen et al., 2007](#)). Additionally, by having a content analysis to answer the two main research questions, the researchers categorized the textbook contents based on its topic, coded its written or pictorial title, chapter/page, and source, and counted the written and pictorial text ([Krippendorff, 2013](#)).

The researchers rechecked the data collection and reviewed the topics which best describe and contain cultural information or values. At this point, the researchers relied on the theory of cultural sort involved in language teaching proposed by [Adaskou et al. \(1990\)](#). Thus, the researchers analyzed if each topic relates or intersects with the theory. Particularly, the researchers matched the list of topics with several criteria of how teaching material can convey a cultural content consisting of informative, presenting foreign attitudes and opinions, details of everyday life including dialogues, contextualized practice activities, communicative functions, and illustrations or visuals (p. 5).

The researchers found 14 reading texts, 20 pictures, 30 audio recordings, and seven additional cultural situations. Next, the researchers narrowed the reading texts into nine texts only which relate closely to the cultural information, reviewed all the pictures, and observed their relevancies to other pictures including every instruction. In addition, one of the researchers had listened to the audio recordings by scanning the QR code provided in the textbook, connecting it to the web, and summarizing whose voice (male/female) and which accents were used (American/British/Australian/etc.). Furthermore, the researchers selected three main features (suggestion box, RSVP, and interpersonal language) out of seven features from the cultural awareness section in the book. The researcher selected those parts because they depicted and elaborated cultural information more than the other parts.

4. FINDINGS AND DISCUSSION

The contents of the textbook were divided into four main topics. A deep content analysis on each topic is provided concerning the cultural values or norms of either the target cultures or the source cultures. For instance, when a topic consists of 14 texts in total, the researchers would only analyze certain texts which best depict the cultural values or norms. Meanwhile, a detailed elaboration is provided on the strengths and weaknesses of each section and how it integrates each theme. In addition, how the authors imply the local culture that the English teachers could integrate with the material in their classroom was also explored. Table 1 provides detailed information including the components of each topic.

Table 1. Contents of the textbook.

Topics	Titles/Situation	Chapter/Pages	Source	Total
Reading Text	Garbage and Flooding	1/14	The Jakarta Post Newspaper	14 texts
	Why Books are Important for Us?	4/59	-	
	Saving Up	4/59	-	
	Why Students Should Stop Cheating	4/61	-	
	Shopping	4/62	-	
	Restaurants' Customer is Declining	4/74	-	
	Benefit of Curry	4/75	-	
	No title	5/84	-	
	Auctions	5/88	-	
	The Advantages of Broccoli	5/89	Learningenglish.vo a.news.com	
	Mentawai Island	5/90	The Jakarta Post Newspaper	
	Mutual Assistance	7/128	-	
	Building Safer structures against Earthquake	8/143	www.born.gov.au	
	Flooding	8/146	www.nssl.noaa.gov	
Pictures	Tsunami	8/147	www.tsunami.gov	20 pictures
	Rivers	1/ 4		
	Attitudes Towards Garbage	1/10		
	Giving and Asking Opinion (Mother and Daughter)	2/20		
	(Father and Son)			
	Asking and Giving Opinion	2/23		
	Pictures of Asian Women and African men	4/52 and 53		
	American Breakfast	4/60		
	Cheating Generalization	4/61		
	Curry	4/75		
	Tea	5/80		
	Tsunami	5/85		
	Auctions	5/88		
	Envelope and Stamp	6/109		
	Indian Wedding and Expressing Gratitude in Many Languages	7/118		
	Wrecked Building	8/139 and 141		
	Music Instrument	9/156		
	Singer/Musician	9/157		
	Songs	9/164 – 167		

Table 1 continued...

Dialogue	Choosing Picture	1/5	30 recordings
	Dictation and choose the correct answer	1/6 (two recordings)	
	Talk show	1/8	
	Agreement	2/21 (two recordings)	
	Listen and repeat, costumer suggestion	2/22 (two recordings)	
	Listen and repeat	3/37	
	Choose the correct answer	3/38 (two recordings)	
	Choosing books	4/53	
	Ticking purpose of reading, advertisement	4/54 (two recordings)	
	Listen to a monolog	4/62	
	Tea	5/81	
	Listen to the correct answer, listen and repeat	5/82 (two recordings)	
	Fill in the blank an e-mail	6/97	
	Listen to 5 monologues	7/117	
	Listen and match the picture	7/118	
	Listen and complete a dialogue	7/119	
	Listen and practice the dialogue	7/122	
	Disaster	8/139 (three recordings)	
	Disaster	8/140 (two recordings)	
	Earthquake	8/141	
	Music	9/157	
Cultural Awareness Section	Suggestion and Recommendation	1/8	7 contexts
	Suggestion Box	2/25	
	RSVP	3/42	
	Passive Voice	5/83	
	Personal Letter	6/100	
	Interpersonal Language	7/121	
	Peter Pan	9/160	

Furthermore, each topic of the textbook described in Table 1 also contains the target culture and source culture information where teachers could integrate and reflect each value to the students' own culture and norms. For instance, although topic 'reading text' tends to discuss the Indonesian culture and topic 'pictures' mainly show the target culture (American), both topics still emphasize both American and Indonesian cultures in such a way. Specifically, the topic 'reading text' consists of 14 texts where the author presented and divided the texts to show the cultures and values of both Indonesia and America. Thus, since K-13 emphasizes the integration of the local culture into the language classroom, the textbook is still in line with the current situation because several themes of the section intersect with the local culture regardless of its year of publication. The next sub-sections explain the results on reading texts, dialogues, pictures and cultural awareness.

4.1 Reading Texts

There are 14 reading texts found in this book, and most of them are explanation texts. However, the researchers only found nine out of the 14 reading texts which concern cultural values. Principally, K-13 still uses the genre-based approach as a method to teach English to master all skills (listening, speaking, reading, and writing) through certain kinds of texts. In line with that statement, Lin (2006) asserted that in terms of the genre-based approach, teaching and learning stress the understanding and production of the selected genre of texts. In addition, Gao (2007) claimed that text-based instruction or genre-based approach is the kind of approach which emphasizes communicative competence such as involving the mastery of different types of text. Although the cultural information and values in the textbook are mostly presented in explanation text type and only a few are in descriptive text type, the information still engages Higher Order Thinking Skills (HOTS) to the students. According to Singh and Shaari (2019), HOTS aims to “enhance the cognitive aspect of students in order to become creative, critical, and reflective thinkers” (p. 13). In addition, their journal depicted the HOTS sequences from the lower level to the higher one consisting of knowledge, comprehension, application, analysis, synthesis, and evaluation.

At this point, the students of senior high school grade X1 shall be able to access the information, comprehend, implement, analyze, and evaluate the cultural information from one explanation reading text to their skills. For instance, four out of nine reading texts show Indonesian contexts. They are about *garbage and flooding*, *the benefit of curry*, *mutual assistance*, and *Mentawai Island*. The students can use their comprehension and analysis to evaluate the Indonesian condition and culture and link them to the current situation based on the text provided whether they are still relevant or not, or whether the information has successfully depicted the current culture of Indonesian. On the other hand, the students can use their background knowledge or associate the reading text information not only with the language classroom but also with other courses such as environment (*garbage and flooding* title), food (*benefit of curry* title), norms (*mutual assistance* title), and tourism (*Mentawai Island* title).

Moreover, it is quite fair that the book shows both strengths (food and mutual assistance) and weaknesses (garbage and flooding) of the Indonesian culture. From those views, the authors might imply that teachers could coin and raise the awareness of the students concerning the situation of Indonesia that needs to be improved. For example, garbage and flooding text could be a wakeup call for the students to improve their perspective about garbage, so that the flooding disaster caused by garbage gradually will decrease in the future. Moreover, the text of Mentawai Island could also trigger the awareness of the students that Indonesia is surrounded by volcanoes which have a high probability of having disasters such as an earthquake or tsunami. In the meantime, the students could also have something to be proud of by looking at the strengths of the Indonesian culture such as mutual assistance and curry. Mutual assistance is one of the Indonesian cultural characteristics showing communal values in society. In addition, as one of the cultural products from Indonesia, curry has been noted as one of the most delicious cuisines in the world.

Meanwhile, the other five reading texts only show general information related to restaurants, foods, animals, auction activities, and vegetables. All information of each text has no relevancies with the other texts except for the restaurants and food.

For instance, the reading text talks about the restaurant's customer's decline and generally is caused by weakness of the purchasing power and customer satisfaction with quality. This text is related to the next discussion where it states about benefits of curry; this section incorporates the elements of food like curry, for it is known that curry is Asian food and has become the most popular food in the world.

However, the next reading text discusses ants, which has no clear instructions for the students to do with the topic. Another reading text discusses auction which is the process of buying and selling an item by offering bidders, higher prices to the highest bidder. Although it has become a common thing in the world today, auction activities lately have been conducted online. Unfortunately, the authors did not take this current situation into account that the students know auction by its definition only. Another text is about the advantages of vegetables, *broccoli*, which is the most-known vegetable in the world. However, it is not clear what the authors exactly want to show, and the text did not relate to another text because the next section/theme did not talk about vegetables anymore. Thus, all the texts implied a situation where the readers or the learners could only enhance their knowledge or English reading skills without any clear instruction given.

4.2 Pictures

There is a total of twenty pictures discussed in the textbook. All the pictures are provided based on each theme of each chapter. The author gives only two relevant pictures showing the readers the flood because of the garbage in the environment. In addition, it coins both the Asian and Western pictures of the garbage and flood situation. This book is also quite good as it provides the picture for a 'game' section where the students could enhance and compose a text based on the picture.

In addition, two other pictures are narrating about asking and giving opinions. The first picture seems to concern gender perspectives in terms of how men and women share their opinions. Meanwhile, in the second picture, it even covers more elements in terms of gender, age, and profession. However, all the pictures describe white men, women, and/or children although the discussion or opinion is in a general context. The result obtained was in line with [Song's \(2013\)](#) that even though the discussion is a general description, but the characters shown in this section were all western people, leading to unequal power and portion.

Nevertheless, there are several more compatible pictures shown in the text as they do not only tend to discuss and describe the target cultures, but also the source cultures and other global cultures. In addition, the number of males and females is also equal. They also provide pictures of foods from the east and the west.

Besides, the general perspective about the most common phenomenon around the children is also another focus, for instance, the cheating phenomenon among students. However, the picture is not too clear and does not provide enough information related to the text, while it keeps using the white students and teachers. It might imply the condition and circumstance of American classrooms where no uniform is needed as well as their adequate facility in the classroom. More information about the western education environment and less description of the eastern is all the readers could see at this stage.

Meanwhile, the other pictures in the other chapters revealed the agricultural circumstance in the Asian context, particularly in Indonesia. Yet, it merely shows the

condition of Asia, while students have no more information on American/English (the western cultivation and its products). On the other hand, a picture related to 'auctions' is not updated. It seems the authors focus on the auction system a long time ago, while the current system which is more sophisticated using the online system is not revealed in detail. However, another picture of an envelope does not seem to be interesting as it has no clear picture and detail. It is hard for students to see what types of stamps and which country uses them. It should have been more detailed, so the teachers could introduce the students to the stamps belonging to the countries shown.

Moreover, one chapter has one picture only, yet it is more complex and richer as it provides the culture, different linguistic terms of each country, and multi-relationship for each picture. In addition, it focuses on a general discussion and particular culture of another country; the wedding ceremony of India. Although many cultural parts of different countries are the main focus, it is not relevant to each other since one picture only discusses the marriage ceremony, while the others focus on different linguistic terms, and the rest focus on the relationship of people within the pictures.

In addition, chapter eight tends to have a topic about a disaster as its main discussion. Although many terms of natural disasters and earthquakes are shown, the pictures are too limited. For instance, one picture shows the impact of an earthquake such as building damage; while many terms related to disaster are provided, it shows only the damage instead of types of disasters. In addition, another picture does not comply with the instruction given. It leads the students to compare two earthquakes; however, the picture provides only one earthquake. It obviously does not provide a clear description for the readers or students to accomplish the task.

The last pictures discuss the musician, musical instruments, and song. It provides multi-cultures from both Eastern and Western. It gives an insight into Indonesian musicians, songs, and instruments. Of all the pictures provided in the textbook, this is probably the most equal pictures used in the textbook, for the number of each category is equal. Unfortunately, one thing that all the pictures within this book are similar is in terms of the color. All the pictures provided are in black and white as it would probably lessen their essence and fascinates the students in the classroom.

4.3 Dialogue

This book provides spoken text through cutting-edge technology that allows both students and teachers to access the recording by scanning QR codes provided in the textbook which led them to a web. It eases the teaching-learning process since the teacher does not have to be busy to search for the model of English spoken text. All teachers and students need is just a smartphone and internet access to download digital content from the web.

In terms of dialogue, all of the speakers use British English. The book tends to focus only on the inner circle country, England. Therefore, most dialogues and monologues used are British English. It definitely comes to a lack of skill of the students to comprehend or try to practice English pronunciation. In fact, they might be afraid to try to speak or pronounce an English word as they have already believed that the English model for both daily and academic communication is British English. On the other hand, regarding race and gender, dialogue or monologue has the same number of speakers in terms of male and female.

4.4 Cultural Awareness

There are seven features of cultural awareness in this book comprising giving suggestions, suggestion box, RSVP, passive voice, personal letter, interpersonal language, and Peter Pan's brief story. However, the researchers evaluated only three main features (suggestion box, RSVP, and interpersonal language). The textbook presented cultural awareness to the students as a medium to emphasize the importance of cultural awareness when learning a language that language classroom and cultural awareness are one solid package (Ghafor, 2020). At this point, the authors implied that the teacher could stimulate students' knowledge about their own culture by asking the same situation in their own culture. For example, the teacher could discuss RSVP which is related to the wedding in the class. First, the teacher shares the RSVP text in the cultural awareness section and discusses it with the students. The teacher tells the students that RSVP is crucial for a wedding party since it is related to the food, seating arrangement, how many persons will tag along (plus one or not), and goody bag. It is expected that the invitee (the person who got invited) responds to the RSVP because it will affect how much budget that needs to be spent by the host. All in all, it could be inferred that western people tend to arrange a wedding in detail, especially in the money issue. Meanwhile, the Indonesian wedding party does not have such RSVP activity, where they only share a printed or online invitation, and the invitees do not have to answer or confirm the number of people whom they are going with. In addition, the teacher could ask the students about the wedding party in Indonesia. It is demanded that the students will share their experience of attending a wedding party.

Another issue that could arise as a topic of discussion from the book is giving suggestions. The teacher could ask the students about how Indonesian people give suggestions to their peers. Perhaps, some of the answers will lead to a communal value in which the people who believe this idea will avoid social conflicts. It will affect the people in giving suggestions which are mostly indirect or in a soft way so that the person who asks for the suggestion will not feel offended. Compared to western people who are mostly individualistic, they tend to give or share their honest opinions with logical reasons so that the person who asks for the suggestion would not feel offended or insecure.

In addition, interpersonal language is also mentioned in the cultural awareness section. The book provides an example of the Indonesian culture in terms of a conversation. Teachers could tell the students that the Indonesian people tend to use transactional language during a conversation such as asking for a name or address. The conversation would gradually end when the answer is uttered. Probably, this situation is considered small talk by Indonesian people. However, teachers have to be aware and show the students that asking name/address is not valued a small talk in the western culture, so it needs interpersonal language skills when having a conversation. It includes gestures like nodding and maintaining eye contact which shows interest in maintaining the conversation. Gestures like eye contact have been viewed differently from Indonesian culture. Unlike the western culture that expects maintaining eye contact during a conversation, Indonesian people tend to look away in a conversation. It is caused by the religious value that recommends avoiding eye contact, especially a conversation with a person of a different gender. By comparing these different cultures during learning English, it could encourage the students to learn their own culture since they would feel curious about their own identity and values. It would also give them a

different perspective about the other culture that avoids them being judgmental or stereotypical people.

Since textbooks facilitate the teaching and learning process in the classroom, it is clear that the textbook is learning input that is necessarily required to help teachers and students achieve their learning objectives (Nordlund, 2016). The findings of this research provided much detailed information related to each topic embedding cultural values to the students. In addition, the findings went in line with previous studies where pictures, dialogues, and cultural awareness information brought tend to have American men/women (target culture) instead of the Asian men/women (Shin et al., 2011; Song, 2013; Zakaria & Hashim, 2009). However, the reading text has promoted an equal situation where the authors also put the Asian culture (source culture) as well as general information.

The findings also indicate that teachers shall be able to bring and promote their own culture (source culture) in line with their discussion although the target cultures were emphasized more (Kim & Paek, 2015; Sitoresmi, 2017). At some points, the authors imply a need for wide background knowledge of the teacher concerning cultural values and phenomenon to support their English classroom. Such ability is important in order to achieve an optimum outcome of the English classroom and competencies. It is in line with what Suryanto (2014) proposed that English mastery and competence depend closely on students, teachers, and their interactions within the classroom. Thus, although adapting the local cultures into the target cultures within a language classroom may consume much effort of the teacher, it must still be conducted (Graves, 2000). An appropriate alternative to achieve English competence in language classrooms could be conducted by an in-depth talking or discussion which integrates the target cultures and local cultures so that students could compare their culture to the target culture at the end of the learning process (Alptekin, 1993; Gómez, 2015).

5. IMPLICATION FOR CLASSROOM PRACTICES

Since the textbook infused four main cultural values, it integrated little cultural information in compliance with the Indonesian current curriculum. Additionally, this research also contributed globally to EFL contexts in which an English textbook is indeed crucial in the language classroom, but the cultural information should be developed, not limited only to what the textbook provides. As the textbook is the main source of language teaching used by teachers, not limited to the Indonesian teachers, teachers are required to integrate the local culture with the target culture during the teaching process to avoid skeptical opinions toward one culture.

Moreover, teachers need to adapt the learning materials and conduct an in-depth discussion concerning different values of various cultures emphasizing more on their local culture as the selected textbooks tend to have American and British English norms only. Therefore, teachers have to enrich the material delivered to the students by collecting different materials from many other sources and integrating the local cultural information into the target language learning. It is expected that students will have a good cross-culture understanding and be more tolerant in the societal context.

Infusing the local culture into the language teaching and learning process would be a good alternative instead of relying only on the sole material where the cultural information exposed belongs to the target cultures and values more. Therefore,

teachers should be aware that a learning material (textbook) with various cultural contents or values in it may hinder the students' own norms as well as embracing their own cultures.

6. CONCLUSION AND SUGGESTION

Teaching media such as textbooks provide much information related to the culture, norms, and beliefs of one's country. In addition, it could be a media to coin and raise the awareness of the classroom regarding one culture with another culture. It should not aim at comparing which culture is the best and which one is the worst. Teachers should be able to conduct a deep analysis of each book used in the classroom. The book examined in this study shows that it prefers the cultures of native English speakers although a few show the cultures of non-native English speakers. Thus, although the culture, reading content, and pictures provided in this textbook portray many different cultures, they have an unequal number since they tend to prefer the inner-circle countries and cultures.

This research focused only on the cultural aspects within four main topics, namely reading texts, pictures, dialogues, and cultural awareness. The researchers detailed each section and categorized them based on the theory of cultural information. The researchers also asserted the strengths and weaknesses of the information within each section. Therefore, language teachers could refer to this finding and enhance their insight related to the use of textbooks in English classrooms, assess and evaluate their textbook materials, select the cultural information/types of texts/contents materials, and engage the cultural aspects/information presented in the textbook materials to their students' norms. Moreover, future researchers in the area of textbook analysis could conduct further studies investigating the infusion of moral, character, and other values or norms employing both quantitative and qualitative methods to generate more comprehensive results.

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